

KOOSA Kids After School Club at St Michaels Infant School

48 Park Road, ALDERSHOT, Hampshire, GU11 3PU

Inspection date	06/03/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are mostly happy, settled and content in the after school club because staff are friendly and welcoming to the children.
- Staff create a learning environment that is interesting to children; therefore, children are interested and motivated to learn.
- Staff encourage children to lead healthy lifestyles through having regular physical play and eating healthy snacks.

It is not yet good because

- At times, there is only one member of staff on the premises with the children, which means there are occasions when children's personal needs are not being met.
- Staff do not follow and implement an effective policy and procedures to help keep children safe when using their personal mobile phones. This compromises children's safety.
- Children's learning experiences during their free play are not always supported effectively by the resources staff provide.
- Self-evaluation processes are not robust enough to help identify and address weaknesses in practice and effectively promote continuous improvement.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities inside and outside.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled policies and procedures, including safeguarding and mobile phone policies.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector took account of the views of children spoken to during the inspection.
- The inspector met with the manager of the setting and spoke to staff at appropriate times throughout the inspection.

Inspector

Susie James

Full report

Information about the setting

KOOSA Kids After School Club at St Michaels Infant School is privately managed by KOOSA Kids Ltd. It registered in its current location at St Michaels Infant School in Aldershot, Hampshire in 2013. Children have access to a school hall, two additional play areas for use when the hall is unavailable and toilets. There are two playgrounds and field for outdoor play. The provision also have access to a kitchen for food storage. The provision is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It is open each weekday from end of school to 6pm, term-time only and provides care for children aged four years to under eight years. The provision also offers care for children aged from eight years to 11 years who attend the adjacent Junior School. The provision employs two staff and additional staff as needed to meet ratios. The manager has a National Vocational Qualification at level 3 and all other staff have appropriate qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure staffing arrangements meet the needs of all children at all times, particularly relating to the deployment of staff to enable children's personal care and meet their individual toileting requirements
- ensure staff follow and implement an effective policy and procedures to help ensure the safety of children, particularly relating to the use of personal mobile phones with cameras, in the setting.

To further improve the quality of the early years provision the provider should:

- extend child-led play through the effective use of a variety of resources to ignite their interests and offer further challenge
- develop the processes of self-evaluation further to enable reflection of strengths and identification of weaknesses to help drive improvement and fully enhance outcomes for children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and settled in this suitable learning environment and there is a calm atmosphere. Resources provide suitable experiences for children. Children are able to choose activities and are provided with a comfortable and quiet area for relaxing. Physical activity games are provided outside and these include football and tennis, which helps to promote a healthy lifestyle. Children show co-ordination in large and small physical movements and they are able to move confidently in the learning environments. In the outside area, children are curious and concentrate for extended periods of time. For example, searching for bugs and engaging in purposeful dialogue with children and adults about the bugs. Children interact well with staff and this supports their communication and language. They understand and follow instructions and this develops their listening and attention skills. A mix of adult-led and child-initiated activities help to build children's confidence and helps them to learn. However, staff do not always extend children's free play with further resources to offer them more interest and challenge.

Interaction between staff and children is kind and caring. Staff communicate well with children and this supports a considerate culture. For example, staff get down to children's level when speaking to them and wait for them to finish speaking before answering. This enhances children's understanding of communication through effective role modelling. Staff know the children well and plan activities that are of interest to the children. There is a key person system in place and those members of staff know their children well. This provides a settled relationship for the child which has a positive impact on children's confidence to learn.

Partnerships with parents are positive and are focused on promoting parental involvement in children's learning. Staff welcome parents and share information verbally with them when they collect their children. This builds on the strong relationships between staff and children and develops their confidence.

The contribution of the early years provision to the well-being of children

Children are cared for by a caring staff team. There is an established key person system to help children form attachments and this helps staff to promote children's sense of security in the setting. There are suitable arrangements to enable staff to get to know the children and these include involving parents with the settling-in process.

Practitioners are positive role models and interact with children's play, for example, collecting bugs outside and playing alongside the children with the cars. This involvement encourages children to lead their play. Children have strong relationships with staff and are confident to talk to them or ask them for things. Practitioners use clear communication with children and children know the routine of the session well. For example, before snack time, they line up and all go to the toilet to wash their hands. Children know the importance of hygiene and are able to manage their personal needs independently overall.

Children have an understanding of risk and are aware of boundaries. For example, when asked if they liked jumping, the children reply that they 'can't do that inside, only outside'. Children are familiar with the building and this helps children to settle well.

Children have access to large areas both inside and outdoors and this helps children to be physically active. There are healthy snacks on offer, such as pitta bread and fruit. Children all sit down together for snack and independently pour their own water for drinking. This helps to develop their physical skills and independence.

Children make a positive contribution to the setting and display co-operative and polite behaviour. They show consideration for others and are able to share and take turns with toys. Staff teach children to behave in this manner by being polite and caring to each other and the children. This helps to form positive relationships between children and adults.

The environment is safe and welcoming. However, at the beginning of the session, staffing arrangements do not meet children's individual needs. This is because there is only one member of staff with the children and staff are unable to leave the other children to tend to children's needs during this time. Staff use walkie-talkies to keep in contact during these collection times. However, children are restricted from using the toilet during this time, despite telling staff they need to several times. This means staff deployment is not effective enough to fully promote children's health and well-being.

The effectiveness of the leadership and management of the early years provision

The premises are secure and written policies and procedures are in place, including for safeguarding children. Staff are able to demonstrate their overall understanding of the safeguarding procedures and demonstrate a sound understanding of protecting children from harm. However, at times, staff fail to follow effective procedures with respect to using their personal mobile phones, in order to safeguard children appropriately, because these are left unattended. This means that staff are not following and implementing effective safeguarding procedures at all times, which is a breach of legal requirements. In addition, the times when there is only one member of staff caring for the children demonstrate that staff deployment is not always effective in meeting the needs of children. This is a further breach of a legal requirement and also means the associated requirements of the Childcare Register are not met.

Staff have regular meetings and appraisals to identify their training needs and there is a training plan in place for all staff. This practice helps to ensure staff are able to offer an appropriate learning experience for children. Checks are in place to ensure that all staff are suitable to work with children and this helps to ensure that children's safety, welfare and care are suitably promoted overall. Self-evaluation processes help towards promoting continuous improvement. They include regular staff meetings to share information about children's care and learning, and questionnaires for parents and staff. However, these processes have not identified and addressed the weaknesses in practice or the effect of these on children's care and learning.

The premises and equipment are safe and suitable for children. Risk assessments are in

place to identify and minimise risks to children. Children benefit from a range of resources and play spaces that create some opportunities to motivate them in their play, which encourage them to engage with other children and adults.

Staff values working in partnership with parents and provides opportunities for communication. For example, there is a suggestion box, a website and parents are able to have face-to-face discussions with staff. This helps to develop effective links with parents which in turn helps to support children's learning. Staff are approachable and easy to talk to and parents have said that they are happy with the care and education their children receive.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Not Met (with actions)
The requirements for the voluntary part of the Childcare Register are	Not Met (with actions)

To meet the requirements of the Childcare Register the provider must:

- ensure that at least two suitable persons who have attained the age of 18 are present on the premises at all times (compulsory part of the Childcare Register).
- ensure that the statement of procedures to be followed for the protection of children, intended to safeguard the children cared for from abuse or neglect is implemented (compulsory part of the Childcare Register)
- ensure that at least two suitable persons who have attained the age of 18 are present on the premises at all times (voluntary part of the Childcare Register).
- ensure that the statement of procedures to be followed for the protection of children, intended to safeguard the children cared for from abuse or neglect is implemented (voluntary part of the Childcare Register)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY468805
Local authority	Hampshire
Inspection number	935178
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	32
Number of children on roll	27
Name of provider	Koosa Kids Ltd
Date of previous inspection	not applicable
Telephone number	08450942322

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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